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ABSTRACT

Not unlike many public school districts, Davis County School District (Utah) has had limited administrative turnover in the past decade. However, the state has been endorsing the trend toward retirement at 55 years of age and 25 years of experience, leaving the public schools with a potential "en masse" turnover of 35.8 percent of the administrative staff. Many replacements would be needed, and the pool must be large enough to include women. Through a cooperative program between the school district and Utah State University, relevant, current, and practical training courses were developed. Courses were delivered on site in the school district. The spring of 1987 and the autumn of the 1987-88 school year saw the dramatic turnover. Teachers had been trained in the administrative/supervisory program and were ready to apply as the positions were vacated. A report of the number of new principals hired in the district, the increase in the number of female principals, and an overview of the numbers and quality of applicants are analyzed as validation of the program's success. (Author/JD).

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DAVIS COUNTY SCHOOL DISTRICT/UTAH STATE UNIVERSITY DEVELOPMENT OF LEADERSHIP IN SCHOOL ADMINISTRATION

A PARTNERSHIP PROGRAM

1987 - 88

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Davis County School District/Utah State University

Development of Leadership in School Administration:

A Partnership Program

Abstract

Not unlike most public school districts in the country, Davis County School District had a limited administrative turnover the past ten years. Further, it had been noted that less than 12% of all principals in Utah were female, and less than 10% of all principals in Davis School District were female. However, a new era and a new set of challenges were envisioned for the future by the Davis School District Inservice Office. The generation of principals and administrators who had reflected minimal turnover in the past ten years would retire "en masse". At the beginning of the inservice program planning it was noted that the current trend was toward retirement at 55 years of age and after 25 years experience. This trend left a potential turnover of 35.8% of the District administrative staff. Many replacements would be needed. A previous survey of the teaching staff of over 2,000 teachers revealed less than 2% with the appropriate endorsement, good experience and excellent recommendations. Clearly more time, energy, and training must go into the development of a ready pool of applicants. The pool must be large enough to include women.

Through a cooperative program between Davis School District and Utah State University, training courses were developed that are relevant, current, and practical. Courses were delivered on-site in the school district relieving teachers of the need to drive to the local universities to take evening classes. The Spring of 1987 and the Autumn of the 1987-88 school year saw the dramatic turnover. Teachers had been trained in the administrative/supervisory program and were ready to apply as the positions were vacated. A report of the number of new principals hired in the District, the increase in the number of female principals, and an overview of the numbers and quality of applicants are analyzed as validation of the program's success.

DEVELOPMENT OF LEADERSHIP IN SCHOOL ADMINISTRATION:

A Partnership Program

Not unlike many public school districts in the country, Davis County School District had limited administrator turnover the past ten years period. However, a new era and a new set of challenges for the future were envisioned by the Davis School District Inservice Office. The State was endorsing the trend toward retirement at 55 years of age and after 25 years experience, leaving public schools with a potential turnover of 35.8 per cent of the administrative staff. (See Appendices A and B.) Many replacements would be needed.

The Need

The State of Utah's administrative/Supervisory endorsement program required 55 quarter hours of appropriate credit beyond the bachelor's degree for a provisional certificate. A professional certificate required approximately 30 hours beyond the provisional endorsement. (See Appendix C.) The responsibilities of personnel working full time as educators and often, holding leadership positions in civic and ecclesiastical organizations made University attendance difficult. The traveling of 20 to 40 miles to local universities to meet the State endorsement requirements through University attendance made the task almost formidable. The school district determined that the emphasis needed to shift from in-service to pre-service. In developing a program that could solve the concerns,

representatives of the local universities were contacted. The idea of forming a new kind of partnership between the school district and higher education was explored. Two universities were interested in the concept, and Utah State University was selected.

Utah State University, located in Logan, Utah, is a land grant university. In 1984 it had seven colleges and approximately 10,000 students. One of its colleges, the College of Education, had the responsibility of offering the administrative endorsement program. Through this program, approximately 30 to 40 administrators were endorsed yearly. It was this program that was selected to be offered in Davis County School District, Farmington, Utah.

Through extended discussions between Davis School District and Utah State University several issues became the central focus:

* Davis County School District would need a large number of administrators in the next few years.
* Within a district of approximately 2,000 teachers there are numerous top teachers with the potential of becoming administrators.
* A comprehensive in-service program must be maintained by the District.

These discussions also brought to light some of the university needs:

* Utah State University was in need of coming closer to the public school system.

TABLE I - ADMINISTRATIVE SUPERVISORY ENDORSEMENT PROGRAM

Education 608	The Principalship
Education 654	Organization and Control
Education 674	Legal Aspects
Education 750	School Finance
Education 633	Internship
Education 610	Theories of Supervision
Education 710	Practices of Supervision
El Education 615	Foundations of Curriculum Development Designated Pre-service, In-service
Sec Education 615	Foundations of Curriculum Development Designated Pre-service, In-service
Psychology 666	Principals of Learning
Education 666	Research for Classroom Teachers
Special Ed 656	Legal Aspects of Special Education Special Education and the Administrator

* Some of the courses in the Utah State University administrative program were in need of revision. The content must more closely relate to the needs of the contemporary public school system.

The combination of issues from both agencies merged to create a partnership that has been considered to be beneficial by all parties concerned.

Developing the Model

In developing a model of service delivery, the first step was to develop a planning committee to review the entire curriculum in the program. (See Table I). Reviewers were veteran elementary, junior and senior high school principals, university course instructors, and district central office administrators. The planning committee recommended that thorough revisions of certain courses in the curricula was necessary to meet the identified inservice needs of the district. These course modifications were made on the basis of the changes in schools and society. Without such changes, the course would be almost obsolete on a quarterly basis. All the other courses stayed intact, as they were theoretical courses with a much slower change rate.

Revising the Curriculum

Teams were established for the revision of the individual designated courses. Each team consisted of both university and school district administrators. The school district team members

TABLE II - ASSIGNING CURRICULUM DEVELOPMENT TEAMS

Course	University Personnel	Davis School District Personnel
Education 608 The Principalship	Dr. Varnell Bench Assoc. Dean of Continuing Education	Principal Curriculum Director Ed. Support Director
Education 750 School Finance	Dr. Izar Martinez Assoc. Dean of Education	Superintendent
Special Ed. 656 Special Education & the Administrator	Dr. Richard West Professor, Special Education	District Director of Special Education
Education 750 Prac. in Supervision	Dr. Malcolm Allred Professor, Elementary Education	In-Service Curriculum Director
Education 615 Curriculum Foundations	Dr. Malcolm Allred	Curriculum Director Principals: Elementary, Jr. High & Sr. High Subject Area Specialists

were selected on the basis of their leadership strengths and knowledge. The university professor responsible for the course served as the team leader. A breakdown of team members as they relate to each course can be found on Table II.

The main goal was to make each course current in every respect and the revision teams were perceived as on-going committees to continually evaluate and update the courses. Teams met throughout the summer and into fall quarter in their endeavor to develop and refine the courses.

Selection of Applicants

Selection of the applicants was an important task. Two major goals were established. The first goal was to draw top candidates. The second goal was to give everyone the opportunity to apply for admission to the program. Program information was distributed to all schools in the District. All school principals were notified of the program and asked to make potential candidates aware of the program. Forty teachers responded with applications. Applications went to the university where they were presented to the university admissions committee for review. The university's criteria for admissions remained unchanged for the project. (See Table III for admission requirements.)

Of the initial forty applicants, five could not meet the specified criteria. Five others did not pursue attendance after the admissions application, for various reasons. This left a cadre of thirty top potential administrators in the first year

TABLE III - ADMISSION REQUIREMENTS

Candidates seeking admission into the program leading to the Administrative/Supervisory Endorsement must:

1. Complete endorsement program admission application forms obtained from the ASE Program Coordinator, Education, 312G UMC 28, Utah State University, Logan, Utah 84322.
2. Hold or be eligible to hold a Utah Basic Professional or Professional teaching certificate with an elementary, middle, secondary or special education endorsement.
3. Be eligible for matriculation in an approved graduate program at Utah State University.
4. Have completed a masters degree or a minimum of 27 quarter hours in an approved master degree program and have been advanced to candidacy status.
5. Obtain three letters of recommendation. One letter should be from a superintendent or other central office administrator or supervisor, one from a principal and one from a college or university professor attesting to the candidate's qualifications and/or potential to become an administrator/supervisor in the public schools.

program. Seventy percent of those who applied and qualified were women. Thirteen teachers completed requirements after the first year. Ten more participants were admitted the second year. The third year another 15 teachers made application to the program and were admitted.

The classes were delivered on-site in the School District. The courses were scheduled in a two year cycle. At the completion of the two-year program the initial thirty participants earned the provisional administrative/supervisory endorsement, thus making them eligible to apply for and hold administrative positions.

Cost of the Program

Program costs were minimal. The costs incurred were principally in the form of stipends paid to curriculum development teams for their work on Saturdays or evening hours.

The participants paid their own tuition for the courses. Courses were delivered through the Utah State University Extension, who paid all instructional costs.

Evaluation

The evaluation component was a vital element when examining the effects of the total program. An evaluation of individual courses was achieved through the development of teams made up of school district administrators and university course instructors, as detailed earlier in Developing the Model.

An evaluation of the attitudes of participants was conducted

at the end of the first year of the program. Comments made by the students were generally in agreement. Participants liked the partnership and wanted to see the program continue. An example:

> "I feel the Davis County/Utah State Administrative Program has been extremely successful this year. I like the approach! I have been treated as a professional with respect, not as an 18 year old college student. There has been a lot of sharing between the University and the school district with a tremendous amount of one-on-one contact carry-over from the students school assignment to class assignments. I've been extremely impressed by this. My time has not been wasted with busy work..."

In response to the question "Would you like the program to continue...?" a participant wrote:

> "I very much would like to see the program continue next year, not just for myself because I'll be through soon, but for other capable people. Many very good candidates for administrative positions could be passed over because of the practicality of earning the credentials. I would very much encourage the program to continue."

Results

The Spring and Summer of the 1987 school year saw the dramatic turnover that had been anticipated four years earlier. The State of Utah Legislature passed House Bill 142 (Early Retirement Bill) allowing "early retirement" at age 55 and/or after twenty-five years of service. For those eligible the options were to retire July 1, 1987 or August 1, 1987. Further provisions were established for Boards of Education to extend "critical" positions for one school year. Approximately 28% of the school principals, assistant principals and central office

administrators took retirement or indicated that they would retire within the school year.

A bank of trained professionals was trained and ready to apply as positions came open. Over one-hundred professionals applied for the positions vacated by retiring elementary and secondary school principals and assistant principals. Applicants were from the Partnership Program, other school districts and other States. There were also applicants who were from the school district, but who had not participated in the partnership program.

Partnership Program Placements

Six people who had been in the Partnership Program were placed as Elementary Principals. Of special note, four of the six were women. On the secondary school level three participants were named school principals. Assistant principal positions on the junior and senior high school levels claimed success, with six professionals from the partnership program winning jobs.

Applications were also filed for four supervisory positions on the Central Office staff in the curricular areas of mathematics, social studies, gifted/talented, and science. Of the professionals screened and selected, one had been a student in the AS/E Partnership Program.

Other positions were also filled by students from the Partnership Program. Those positions included Director of the Headstart program, Coordinator of the School-Wide Enrichment

Program (a pull-out program for high scoring gifted students), and Director of the District School Foods Program. Each of these positions was filled by a woman.

Ten other administrative positions will open at the end of the school year (June 1988) as the positions which were determined "critical" are vacated.

Summary

The School District/University partnership met the goals it had set out to accomplish:

1. Training teachers who showed potential and desire to become future administrators or supervisors.
2. Providing in-service for the district staff.
3. Providing the University with greater exposure to the needs and operations of the public school system.
4. Providing the University with an effective way of revising curriculum.

In meeting these goals, the project served as a renewal for both the school district and the College of Education. It provided the university staff with an opportunity to mix with public school personnel and to get insight in both curriculum and teaching methodology. The project raised the potential of teachers who wanted to progress into administration. Davis County School District now has a greater bank of candidates from which to select the most qualified administrator.